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OKLAHOMA CURRICULUM GUIDE FOR TEACHER-COORDINATORS OF EDUCABLE MENTALLY HANDICAPPED STUDENTS, VOLUME 4, SPECIAL EDUCATION-VOCATIONAL REHABILITATION COOPERATIVE PROGRAM, GRADES 10-11-12.

OKLAHOMA STATE DEPT OF EDUCATION, OKLAHOMA CITY

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THE GUIDE CONSISTS OF FOUR PARTS--(1) AN INDEX OF BASIC RESOURCE UNITS AND DIRECTIONS FOR THEIR USE, (2) OUTLINES FOR EACH UNIT, (3) UNIT AND STUDENT RECORDS SHEETS, AND (4) SUPPORTIVE MATERIALS, SUCH AS BOOKS AND SOURCES FOR FREE MATERIAL. BASED ON THE ASSUMPTION THAT TEACHERS OF GRADES 1-9 HAVE TAUGHT PIVOTAL SKILLS, THE SERIES OF UNITS PROVIDE FOR CONTINUITY OF INSTRUCTION. STATE BOARD OF EDUCATION REQUIREMENTS FOR THE EDUCABLE MENTALLY HANDICAPPED INCLUDE SIX REQUIRED UNITS, THREE OF WHICH ARE IN COMMUNICATIVE SKILLS AND ONE EACH IN SOCIAL SCIENCES, LIFE SCIENCES, AND COMPUTATIONAL SKILLS. UNIT OUTLINES FOR THESE SUBJECT AREAS PLUS VOCATIONS ARE PRESENTED. TWENTY-TWO REFERENCES ARE LISTED. (JZ)

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OKLAHOMA CURRICULUM GUIDE FOR TEACHER-COORDINATORS OF EDUCABLE MENTALLY HANDICAPPED STUDENTS

VOLUME IV

SPECIAL EDUCATION-VOCATIONAL REHABILITATION

COOPERATIVE PROGRAM

GRADES 10-11-12

Oliver Hodge, Superintendent

Oklahoma State Department

of Education

1966

OKLAHOMA

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VOLUME IV

SPECIAL EDUCATION-VOCATIONAL REHABILITATION

COOPERATIVE PROGRAM

GRADES 10-11-12

prepared by

Teacher-Coordinators of Educable Mentally Handicapped Students

under the direction of

The State Special Education Division

in cooperation with

The Oklahoma Curriculum Improvement Commission

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

Special classes for educable mentally handicapped students are rapidly increasing in the State of Oklahoma. Impetus was added to the senior high level four years ago with the initiation of the Special Education—Vocational Rehabilitation Cooperative Program. This program provides students with supervised work experience coordinated with classroom instruction which gives students experience necessary for success in the civic, social, vocational, and personal areas of their lives.

The guide is comprehensive and well-organized, therefore, any teacher should find it to be a valuable aid when planning for classroom instruction.

It always gives me a feeling of personal satisfaction to see teachers develop educational materials designed to meet the needs of our students and this guide certainly meets this criterion.

OLIVER HODGE, Superintendent
Oklahoma State Department of Education

ACKNOWLEDGMENTS

This curriculum guide has been developed by personnel employed in the Special Education-Vocational Rehabilitation Cooperative Programs throughout the State of Oklahoma.

Three committees have worked four months under the supervision and coordination of Jimmie L.V. Prickett, State Special Education Division, in the development of this guide. Jim Brownell has served as a committee chairman and has assisted in the coordination of the committees. The three committees are:

NAME	POSITION	SCHOOL	CITY
*Jim Brownell	Teacher-Coordinator	Capitol Hill H. S.	Oklahoma City
Frank Addison	Teacher-Coordinator	Norman H. S.	Norman
Jack Massey	V. R. Counselor	Capitol Hill H. S.	Oklahoma City
Rena Roberts	Teacher-Coordinator	Donart H.S.	Stillwater
Frank Tefertiller	Teacher Coordinator	Central High School	Oklahoma City
Roy Wood	Teacher-Coordinator	Del City High School	Del City
Paul Woodward	Teacher-Coordinator	Capitol Hill H. S.	Oklahoma City

NAME	POSITION	SCHOOL	CITY
*Betty Baughman	S. E. Supervisor	Tulsa Public Schools	Tulsa
Carl Henson	V. R. Counselor	Central High School	Tulsa
Phillip Hunt	Teacher-Coordinator	Central High School	Tulsa
Katie Johnson	S. E. Teacher	Will Rogers H. S.	Tulsa
Carl North	Teacher-Coordinator	College H.S.	Bartlesville
Jack Paxton	Dir. of Special Educ.	Tulsa Public Schools	Tulsa
Ruth Saint	Teacher-Coordinator	Will Rogers H. S.	Tulsa
Gerald Tumbleson	V. R. Counselor	Will Rogers H. S.	Tulsa

NAME	POSITION	SCHOOL	CITY
*Lois Clark	Teacher-Coordinator	Northwest High School	Oklahoma City
Warren Blake	V. R. Counselor	Midwest City H. S.	Midwest City
Isabelle Cox	Teacher-Coordinator	Southeast High School	Oklahoma City
James Herod	Teacher-Coordinator	Star-Spencer High School	Oklahoma City
Sue McEntire	S. E. Coordinator	Stillwater Schools	Stillwater
Pauline Novey	Teacher-Coordinator	Grant High School	Oklahoma City
Mary Robertson	Teacher-Coordinator	Central High School	Oklahoma City
Oliver Stripling	Teacher-Coordinator	Douglass High School	Oklahoma City

*Committee Chairman

The following people cooperated with the committees to make this guide possible:

NAME	POSITION	ADDRESS	LOCATION
Jimmie Christal	S. E. Teacher	Enid State School	Enid
Woodrow Courtney	V. R. Counselor	Northwest Classen	Oklahoma City
Erlene Downing	Speech and Hearing	State S. E. Division	State Capitol
Maudie Farrant	Principal	Enid State School	Enid
Effie French	Teacher-Coordinator	Orchard Park School	Oklahoma City
D. J. Gerbrandt	Supervisor-Homebound	State S. E. Division	State Capitol
Lowell E. Green	State Director	Vocational Rehab.	State Capitol
Manon Harmon	S. E. Consultant	City Public Schools	Oklahoma City
Carroll Hostetter	Rehab. Advisor	Fed. Reg. Office, HEW	Dallas
Sam Jones	V. R. Counselor	Southeast-Grant	Oklahoma City
Dick Kessler	Teacher-Coordinator	Carl Albert H.S.	Midwest City
Matthew Mason	V. R. Counselor	Douglass H.S.	Oklahoma City
Herschel Melton	Dir. of Special Ser.	Midwest City Schools	Midwest City
George Millard	Psychologist	Vocational Rehab.	State Capitol
Barbara Sabb	Teacher-Coordinator	Douglass H.S.	Oklahoma City
Maurice P. Walraven	Psychologist	State S. E. Division	State Capitol
Hollis Ward	V. R. Counselor	Donart H.S.	Stillwater
Jo Helen Webber	Teacher-Coordinator	Midwest City H. S.	Midwest City
James A. West	Assistant Director	Vocational Rehab.	State Capitol

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A. LEROY TAYLOR, Director

State Special Education Division

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INTRODUCTION

The purpose of this curriculum guide is to provide basic resource units and directives for their use. Teacher-coordinators will use these units to provide a continuity of instruction for educable mentally handicapped students (I.Q. score between 50 and 75)* in grades 10, 11, and 12 throughout the State of Oklahoma.

This curriculum guide is based on the following assumptions:

(1) The teacher-coordinators working in cooperative programs should be instrumental in developing curriculum for their students. (2) By the 10th grade, the educable mentally handicapped student is reaching the peak of his vertical growth in academic ability. However, his education is not complete for he has abilities that can be developed into useful skills through non-remedial horizontal instruction. (3) The teachers in grades one through nine have taught the pivotal skills upon which a series of units designed to provide a continuity of instruction can be taught in grades 10, 11, and 12. (4) Supervised work experience coordinated with classroom instruction will provide a student with experience necessary for success in the civic, social, vocational, and domestic areas of his life.

THE STATE APPROVED CURRICULUM

The curriculum in this guide does not change any requirements for establishment of classes, reimbursement procedures, laws, or regulations involving Special Education and/or Vocational Rehabilitation.*

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*See Oklahoma State Special Education Bulletin and/or Cooperative Agreement.

This curriculum is not concerned with meeting college entry requirements. It is centered around the realization that the educable mentally handicapped student cannot meet the academic standards established for normal high school students.

The following courses are approved by the State Board of Education for educable mentally handicapped students in grades 10, 11, and 12. The first six (6) units are required:

* 1) Communicative Skills — 3 units
* 2) Social Studies (American History) — 1 unit
* 3) Life Science — 1 unit
* 4) Computational Skills — 1 unit

The remaining units necessary to complete the required 18 units for graduation will be chosen from the following:

* 1) Co-op Training (Released school time work experience or on-the-job training) Students must be under the supervision of the teacher-coordinator for at least one-half the school day. Maximum — 7½ units (Max. 3 units per school year)
* 2) Home Training — Maximum 3 units
* 3) Vocations — Maximum 3 units
4) Physical Education — Maximum 3 units
* 5) Arts and Crafts — Maximum 6 units
6) Choir — Maximum 3 units
7) Shop Courses — Maximum 7½ units
8) Other appropriate electives as recommended by the cooperative program team

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*Teacher-coordinators are qualified to teach these subjects to special education students.

This guide is designed to be used in any size school. In schools with three teacher-coordinators, the curriculum can be used effectively by grouping students according to grade level. For example:

3 Teacher-Coordinators		
1 Teacher-Coordinator	1 Teacher-Coordinator	1 Teacher-Coordinator
First Year Curriculum	Second Year Curriculum	Third Year Curriculum
10th Grade Students	11th Grade Students	12th Grade Students
1 year		

In schools with one teacher-coordinator and not more than twenty students, the curriculum can be used by teaching all three grades together using a revolving curriculum in which a teacher-coordinator goes back to the first year curriculum after the third year. For example:

1 Teacher-Coordinator		
First Year Curriculum	Second Year Curriculum	Third Year Curriculum
10-11-12 Grade Students	11-12-10 Grade Students	12-11-10 Grade Students
.....1 year.....	.....1 year.....	.....1 year.....
3 years		

The State Special Education Division will assist any school in the development of a local program. A program should be designed so that a student who remains in it for three years will be exposed to a continuity of instruction.

RESPONSIBILITIES OF THE PERSONNEL

The participating school district employs the teacher-coordinator* and the Vocational Rehabilitation Division employs and assigns a

*A teacher-coordinator is a State certified special education teacher working in a cooperative program.

rehabilitation counselor to the program. The teacher-coordinator spends one-half of the school day teaching classes and the other half of the school day securing jobs, supervising students on the job, making home visits, and providing evaluations to aid in the continued planning of the student's future. The rehabilitation counselor provides medical services, vocational training. counseling, and other supportive services. The teacher-coordinator and rehabilitation counselor coordinate their efforts in a team approach to guide the student toward future success.

DESCRIPTION OF THE GUIDE'S FOUR PARTS

PART ONE is a complete index of basic resource units and is called the unit guide. The page number by each unit refers to the page where a complete outline is found. The grade in which a basic unit should be presented is indicated with a blocked in square. however, a unit should be refined and/or expanded and presented in any grade where it is needed. For example, a unit could be presented as a basic unit in the 10th grade and then be referred to according to student need in the 11th and 12th grades. Teacher-coordinators should indicate in the remark column how the State guide has been changed to meet local student need.

PART TWO contains complete outlines for each unit found in the unit guide. These unit outlines represent the thinking of teacher-coordinators and are derived from actual classroom use. They provide for the academic, social, vocational, and personal growth of the students. These outlines are developmental and are designed to provide continuity through all levels. Teacher-coordinators will use these outlines when making daily lesson plans and some will teach with plans from one unit for six weeks or so. A clearing committee will keep the unit outlines current by adding or deleting as consensus is gained from correspondence with teacher-coordinators.

PART THREE of this guide contains the unit and student record sheets. The unit record sheet provides the teacher-coordinator with a complete evaluation and record for each unit that has been taught. The student record sheet provides a complete evaluation of a student's work for each unit he has been exposed to. Both record sheets must be kept current and filed for easy reference.

PART FOUR contains supportive materials to be used by teacher-coordinators in the presentation of the basic resource units found in this guide. The materials are arranged alphabetically under these headings: 1) Books, and 2) Free and Inexpensive Materials. The books can be ordered directly from the publishers and the free materials can be obtained by writing a letter of request to the address listed for each.

ESTABLISHING A COOPERATIVE PROGRAM

School districts interested in establishing a Special Education-Vocational Rehabilitation Cooperative Program for educable mentally handicapped students in grades 10, 11, and 12, should contact the Special Education Division of the State Department of Education. A joint conference will then be arranged with the local school officials and personnel from the Divisions of Special Education and Vocational Rehabilitation to discuss the steps that will be necessary to organize and operate the program.

PART ONE

UNIT GUIDE

UNIT GUIDE

Unit No.	COMMUNICATIVE SKILLS	10th Grade	11th Grade	12th Grade	Page No.	REMARKS
1	Effective Speaking	■			1	
2	Listening	■			2	
3	Parliamentary Procedure			■	3	
4	Group Discussion		■		4	
5	Appropriate Language		■		5	
6	Introductions	■			6	
7	Interviews	■			7	
8	Telephone	■			8	
9	Directions		■		9	
10	Reading Skills	■			10	
11	Reading for Meaning		■		11	
12	Reading for Vocations			■	12	
13	Reading for Pleasure			■	13	
14	Newspaper	■			14	
15	Effective Writing	■			15	
16	Letter Writing			■	16	
Unit No.	LIFE SCIENCE	10th Grade	11th Grade	12th Grade	Page No.	REMARKS
17	Human Body		■		17	
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Unit No.	LIFE SCIENCE (Con'd)	10th Grade	11th Grade	12th Grade	Page No.	REMARKS
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26	Hospitals				26	
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32	You and Your Room				32	
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Unit No.	SOCIAL STUDIES VOCATIONS (Con'd)	10th Grade	11th Grade	12th Grade	Page No.	REMARKS
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62	Transportation				62	
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You and Education 35
You and Your Job 72
You and Your Room 32
Your Friendships 34

PART TWO

UNIT OUTLINES

UNIT NO. 1

EFFECTIVE SPEAKING

TO be understood in the classroom and at work, one must speak effectively. Speaking in a manner that allows others to understand exactly what is being said is effective speaking.

I. WHAT IS EFFECTIVE SPEAKING

1. Definition
2. Why is it necessary
3. How does it help

II. IMPROVING SPEECH

1. Do not talk too much about yourself
2. Giving others a chance to talk
3. Do not be dogmatic
4. Be considerate and tactful
5. Ask questions

III. PRACTICE IMPROVING YOUR SPEECH

1. A check list for self-criticism
2. Practice exercises
3. Art of welcoming constructive criticism
4. Gestures — use and misuse

IV. HOW WE TALK WITH THE BODY

1. Posture: How do you stand
2. Changing positions or movement when speaking
3. Walking while speaking
4. Sitting while speaking

V. EFFECTIVE SPEAKING AND WORK

1. Seeking employment
2. Understanding between employees on the job
3. Public relations

VI. EFFECTIVE SPEAKING EVERYDAY

1. Speaking clearly
2. Getting the point across
3. Selling yourself

LISTENING

"A GOOD listener is not only popular everywhere, but after a while he knows something."

Wilson Mizner

I. WHAT IS GOOD LISTENING

1. Hearing is a passive process
2. Listening is an active process

II. WAYS OF LISTENING

1. Listening for entertainment
2. Listening for "escape"
3. Listening for inspiration
4. Listening for information and ideas
5. Listening to evaluate and form opinions

III. THE LISTENING PROCESS

1. Listening depends on giving instant attention
2. Listening depends on attitude
3. Listening depends on understanding and evaluating

IV. LEARNING TO LISTEN EFFECTIVELY

1. Getting ready to listen
2. Start listening on the first sentence
3. Get the chief supporting ideas

V. GOOD LISTENING MANNERS

1. Listen as you like to be listened to
2. Listen with your whole self
3. Applaud with your hands only
4. Remain until a speaker is finished

PARLIAMENTARY PROCEDURE

IMAGINE trying to play baseball, football, or checkers unless the players know and observe the rules of the game. Similarly, a meeting cannot be conducted without rules. Parliamentary law guarantees fair play to all and helps individuals work together as members of a group.

I. HOW TO CONDUCT A MEETING

1. Order of business
2. Conducting regular meetings
3. Decorum

II. DUTIES

1. Duties of president
2. Duties of other officials

III. SIMPLE PARLIAMENTARY PROCEDURE

1. Main motions
2. Committee reports
3. Reading of communications
4. Amendments

IV. NOMINATIONS AND ELECTIONS

1. Nominations by committee
2. Nominations from the floor
3. Nominations by ballot
4. Kinds of voting

V. HOW TO SPEAK AT A MEETING

1. Speak only after you have been recognized by the chair
2. Speak to the chairman
3. Speak briefly
4. Speak courteously
5. Speak to the motion
6. Speak only when you have something to say that has not been said before

UNIT NO. 4

GROUP DISCUSSION

"COME now, and let us reason together."

Isaiah 1:18

I. THE SETTING OF DISCUSSION

1. Discussion and Democracy
2. Groups and the individual
3. Motives and conflict

II. GROUP THINKING

1. The origin and nature of problems for discussion
2. Organizing group thinking
3. The raw materials of discussion
4. The uses of authority and reason
5. Resolving differences in the group

III. INTERPERSONAL RELATIONS

1. Group norms and social pressure
2. Apathy and the problem of involvement
3. Interpersonal conflict
4. Obstacles to good discussion

IV. LEADERSHIP IN A GROUP

1. Functions of leadership
2. Styles of leadership

V. DISCUSSION IN THE MODERN WORLD

1. The uses and abuses of discussion
2. Discussion in contemporary life

VI. LEARNING TO DISCUSS

1. Evaluating discussion
2. Classroom experience in discussion

UNIT NO. 5

APPROPRIATE LANGUAGE

EVERYONE should be aware of the importance of appropriate language. The "whys' of language and its proper usage should be thoroughly examined by each student so he can gain a better understanding of the importance for all people to speak appropriately.

I. WHAT IS APPROPRIATE LANGUAGE

1. What is language — definition
2. How words help us
3. Different usage of words
4. Words that are acceptable or unacceptable
5. Pronouncing words properly

II. WHY USE APPROPRIATE LANGUAGE

1. Better communication
2. Common courtesy
3. Social acceptance
4. To better self in life
5. Understand daily happenings
6. Helps to prepare for employment
7. Place for expression

III. HOW TO IMPROVE LANGUAGE

1. Gain appreciation of language
2. Develop good attitudes toward language
3. Practice by use at home

IV. IMPORTANCE OF WORK LANGUAGE

1. Use of trade words
2. Necessity of trade words
3. Pronunciation

UNIT NO. 6

INTRODUCTIONS

EVERYONE is involved in the act of introductions each day. Students need to know the art and rules of introductions.

I. HOW TO PRESENT PEOPLE

1. Introducing a gentlemen to a lady
2. Introducing a young man to an older man
3. Introducing a young woman to an older woman
4. Introducing persons of the same sex and age

II. RESPONDING TO AN INTRODUCTION

1. Formal situations ("How do you do?")
2. Informal situations

III. YOU AND INTRODUCTIONS

1. At school
2. At home
3. On the job
4. In the community

IV. THINGS TO REMEMBER ABOUT INTRODUCTIONS

1. Why they are important
2. Remembering the name
3. Following the rules, why they are important

UNIT NO. 7

INTERVIEWS

AN interview is a "conversation with a purpose." Its purpose is to get a job, hire employees, gather information or sell goods.

I. THREE TYPES OF INTERVIEWS

1. Applications
2. Getting information from other people
3. Sales talks

II. BEING INTERVIEWED

1. Prepare for the interview in advance
2. During the interview be concise, and come straight to the point
3. Do not talk too long at a time, or do too much talking
4. Remember names
5. Look the interviewer in the eye
6. Let the interviewer select the time — be there on time
7. Introduce to the interviewer — remember his name and use it often. Terminate the interview with — Glad to have met you, Mr. .....
8. Give the interviewer an opportunity to tell you about fringe benefits first
9. Be a good listener

TELEPHONE

THE telephone is one of the most personal-impersonal conveniences that man has yet devised. Telephone manners are extremely important for many reasons. The first impression you make on many people will be over the phone. Many job openings list only a telephone number. The following unit is devised to aid the student in using the telephone properly.

I. BUSINESS CALLS

1. Introduce yourself and ask for whom you wish to speak
2. Come quickly to the point
3. Talk clearly
4. Write down information (prices, names, times, etc.)
5. Thank the person for taking time to answer your questions
6. Be prepared before calling

II. PERSONAL CALLS

1. Introduce yourself — do not say "Guess who"
2. Talk clearly
3. Get to the point of the call
4. Respect the other person's time

III. SOME TELEPHONE REMINDERS

1. Answer a ring as soon as possible
2. Speak directly into the mouthpiece
3. ABC — always be courteous
4. Make your conversation brief
5. Sound a personal note in your conversations
6. When putting in a call, allow the phone to ring six or seven times
7. Create a pleasant impression of sincerity and warmth by your tone of voice and choice of words
8. Replace the receiver gently

UNIT NO. 9

DIRECTIONS

DIRECTIONS are used every day. What should students know about them?

I. WHAT IS A DIRECTION

1. Definition
2. Purpose

II. TELLING DIRECTIONS

1. Being familiar with a compass and the four directions
2. Where you live from school
3. Where you live from church
4. Where you live from work
5. Where you live from downtown
6. Where you live from shopping centers
7. Where you live from recreation areas

III. GIVING DIRECTIONS

1. Being sure of directions
2. Make them concise and complete
3. Using local and national maps

IV. WHERE CAN YOU GET DIRECTIONS

1. Telephone operator
2. School counselor
3. Service stations
4. Police
5. Persons with whom you are working
6. Maps

UNIT NO. 10

READING SKILLS

READING materials and exercises should encourage and interest students in the world of work. Stressing reading as it pertains to jobs can be a big incentive to improve reading skills. There are specific skills good to work on at this level.

I. IMPROVING BASIC SKILLS

1. Recognizing the sounds of all syllables
2. Learning word analysis
3. Extending vocabulary and understanding
4. Learning dictionary use

II. LEARNING GRAMMAR

1. Simple grammar
2. Learning to punctuate and capitalize
3. Learning to recognize sentences
4. Learning about paragraph meaning and organization

III. READING AND VOCATIONS

1. Building vocabularies for vocations and occupations
2. Teaching students to read and understand all public signs, including some professional and occupational signs

UNIT NO. 11

READING FOR MEANING

JUST as an oyster takes a grain of sand and makes a pearl out of it, so you may take words from a printed page and make them warm and alive by the way you read them aloud.

I. UNDERSTAND THE SELECTION

1. Check meaning and pronunciation of doubtful words
2. Read the selection through to get the author's general meaning

II. MECHANICS OF INTERPRETATION

1. Quality of the voice
2. Pitch of voice
3. Inflection in voice
4. Force with which one speaks

III. EMPHASIS TO IMPORTANT THOUGHTS

1. Emphasis by inflection
2. Emphasis by change of voice quality
3. Emphasis by means of pitch
4. Emphasis by means of pause

READING FOR VOCATIONS

THE student at this level probably has a part-time job and is meeting new people, new ideas, and new values as he never has before. All of this brings about new interest in things he has avoided in the past. He should be encouraged to read materials that meet his vocational needs. Some goals are:

I. TO EXPAND THE STUDENT'S VOCATIONAL VOCABULARY

1. Reading safety signs
2. Reading health signs
3. Reading instructions
4. Reading time clocks and cards
5. Reading scales
6. Reading receipts
7. Reading menus
8. Reading labels
9. Reading prices
10. Reading applications
11. Reading charts
12. Reading schedules
13. Reading street signs

II. TO EMPHASIZE THE USE OF THE DICTIONARY IN VOCATIONAL STUDY

1. Greater understanding
2. Pronunciation
3. Spelling

III. TO READ NEWSPAPERS AS A VOCATIONAL STUDY TOOL

1. Information about jobs
2. Special stories about jobs

IV. TO USE REFERENCE BOOKS

1. Encyclopedias
2. Personnel Policy Handbooks

READING FOR PLEASURE

THE student at the senior high level should be a successful worker. He should display further independence in his decisions and his actions. By this level the student should be receiving a great deal of guidance from his teacher on matters affecting him outside of school and after graduation. His reading should be concerned with **information** and **pleasure.** Goals should be concerned with such items as follows:

I. READING TO EVALUATE

1. Fact from opinion
2. Judge reasonableness and relevancy
3. Sense implied meaning
4. Establish cause and effect

II. READING TO INTERPRET

1. Main idea
2. Draw inference and conclusion
3. Predict outcomes
4. Form an opinion

III. READING FOR RECREATION OR APPRECIATION

1. Sense the humor and plot of a story
2. Interpret feeling of the story
3. Understand characters

NEWSPAPER

THE major source of reading material for students during their adult lives will be the newspaper. This is the source most readily available and printed in most instances on an appropriate reading level. The paper can be read for information, interest and pleasure. It is current and informative of local, state, national and international news. The information it carries affects all persons. Some of the following items are needed for effective newspaper reading:

I. **WHAT IS THE NEWSPAPER**

1. Definition
2. Purpose

II. **HOW THE NEWSPAPER AFFECTS US**

1. Local news
2. State news
3. National news
4. International news
5. Explain the affect of each

III. **THE INDEX**

1. The purpose
2. How to use it

IV. **FOLLOWING DIRECTIONS**

1. In using the index
2. The classified ad section
3. In finding a continued article

V. **CLASSIFIED SECTION**

1. Help wanted
2. For sale
3. For rent
4. Work wanted
5. Lost and found

VI. **CONSUMER BUYING**

1. Advertisements

UNIT NO. 15

EFFECTIVE WRITING

WRITING is a vital part of communication. "Any man who will look into his heart and honestly write what he sees there, will find plenty of readers."

Ed Howe

I. WRITING EFFECTIVELY

1. Handwriting
2. Spelling
3. Form
4. Clarity

II. EVERYDAY WRITING

1. Check writing
2. Notes and messages
3. Friendly letters
4. Application blanks
5. School assignments

III. THEMES

1. Content
2. Mechanics
3. Sentence structure
4. Vocabulary

IV. BUSINESS CORRESPONDENCE

1. Various types
2. Form and content
3. Clarity

LETTER WRITING

THIS unit is designed to acquaint students with the parts of a letter and the proper procedures involved in good letter writing.

I. BUSINESS LETTERS

1. Heading
2. Inside address
3. Salutation
4. The body
5. Complimentary close
6. Signature

II. SOCIAL LETTERS

1. Heading
2. Salutation
3. The body
4. Complimentary close
5. Signature

III. ADDRESSING THE ENVELOPE

1. Importance of return address
2. Addressing properly

IV. POSTAGE REQUIREMENTS

1. Registered mail and when to use it
2. Airmail and its use
3. Parcel post
4. Special handling
5. Stamps

THE HUMAN BODY

THE following unit has been used effectively in the classroom. It was received enthusiastically by all students

I. WHAT IS THE HUMAN BODY

1. Naming some of the parts

II. WHAT IS THE NERVOUS SYSTEM

1. What is the purpose
2. What are the various parts

III. THE DIGESTIVE SYSTEM

1. The parts and how they depend on each other
2. The function of each part
3. Mastication

IV. THE RESPIRATORY SYSTEM

1. The diaphram as part of the whole
2. The lungs and their function — how they work
3. The skeleton (chest) rib cage
4. The respiratory system as a whole

V. THE SKIN

1. Inside lining as well as outside of body
2. First protection against disease (an armor)
3. Use of sweat (cooling — cleaning of bloodstream)

VI. THE TOTAL BODY

1. The organs all function together
2. Any alteration in one leads to a state of dis-ease

LIFE CYCLE

MILTON Myers has said, "Death is the one idea that has no history . . . . Only death stands unmoved by man's relentless compulsion to know." Some points to be covered are:

I. LIFE BEFORE BIRTH

1. Conception
2. Complete cell division by the end of the third month
3. Normal gestation period

II. DEPENDENCY ON OTHERS

1. Total dependency
2. Partial dependency
3. Independency

III. INDEPENDENCY AND RESPONSIBILITY

1. Separation from home
2. Taking care of dependents
3. Eventual death

GOOD HEALTH

THE body is the temple of the soul!

I. WHAT IS GOOD HEALTH

1. Mental health
2. Physical health
3. Can you be sick once in a while and still have good health

II. WHAT DO YOU NEED TO DO TO HAVE GOOD HEALTH

1. Exercise
2. Environment
3. Food (Diet)
4. Foreign elements in the body (smoking)
5. Be regular in health habits
6. Importance of good physical carriage
7. Refine a good attitude — if a little sick, go on
8. Relax

III. WHY DO YOU NEED GOOD HEALTH

1. Personal feeling
2. Maintain job
3. Healthy offspring

IV. CAN YOU ALWAYS EXPECT TO HAVE GOOD HEALTH

1. When do you need good health
2. When can you expect to be sick most often
3. What if you do become sick

V. WHO IS YOUR GOOD HEALTH IMPORTANT TO

1. You
2. Family
3. Employer

VI. DOES EVERYONE HAVE EQUAL HEALTH

1. Compare yourself with your friends
2. Compare yourself with athletes
3. Consider foreign countries as compared to this country

UNIT NO. 20

MENTAL HEALTH

MENTAL health is perhaps the most abused aspect of individual development. Therefore, presentation of this unit is of utmost importance.

I. MENTAL HEALTH

1. Definition
2. What does it involve

II. EVALUATE YOUR MENTAL HEALTH

1. Personality traits
2. Traits of behavior
3. Manner of dress
4. Speech
5. Appearance

III. WHAT INFLUENCES YOUR MENTAL HEALTH

1. Those at home
2. Self-concept
3. Others' concept

UNIT NO. 21

SAFETY

SAFETY is like breathing, it must be practiced at all times to insure good health.

I. WHAT IS SAFETY

1. Definition

II. THE ACCIDENT PROBLEM

1. Motor vehicle accidents
2. House accidents
3. Public accidents
4. Work accidents

III. ENCOURAGE SAFETY EVERYWHERE

1. Home, farm and ranch safety
2. Physical education and athletics
3. Safety in industry
4. School safety
5. Fire prevention and protection
6. Storage of poison

FIRST AID

THE aid first administered at the scene of an accident is important and everyone should know what to do so proper treatment will be given.

I. **THE NEED FOR FIRST AID**
   1. Definition
   2. Values of first aid training

II. **WOUNDS**
   1. Kinds
   2. Prevention
   3. Treatment

III. **SHOCK**
   1. Causes
   2. Symptoms
   3. First aid treatment

IV. **ARTIFICIAL RESPIRATION**
   1. Definition
   2. When it is needed
   3. Mouth-to-mouth

V. **POISONING BY MOUTH**
   1. Causes and prevention
   2. Signs
   3. First aid treatment

VI. **INJURIES TO BONES, JOINTS, AND MUSCLES**
   1. Fractures
   2. Head injuries
   3. Sprains
   4. Dislocations
   5. Strains

VII. **BURNS AND ILL EFFECTS OF HEAT AND COLD**
   1. Thermal burns
   2. Sunburn
   3. Chemical burns
   4. Heat exhaustion
   5. Frostbite

VIII. **COMMON EMERGENCIES**
   1. Heart attack
   2. Unconsciousness
   3. Convulsions

IX. **TRANSPORTATION OF THE DISABLED**
   1. Methods
   2. Precautionary measures

UNIT NO. 23

DISEASE

MOST deaths in America are attributed to some form of disease. The most effective method of treatment is through **prevention.** Prevention is best carried out through knowledge of the disease.

I. WHAT DOES DISEASE MEAN

1. Something that affects the functioning of the body
2. A state of disease means — lack of ease (dis-ease)

II. WHY SHOULD YOU HAVE KNOWLEDGE OF DISEASES

1. Protection in many cases increases with knowledge
2. How does your body fight diseases

III. WHEN ARE DISEASES LIKELY TO CAUSE THE MOST TROUBLE

1. Poor health present at time of contact
2. Overly tired
3. Extremely young (lack of the ability to communicate)
4. Extremely old
5. *Give examples of the above four*

IV. WHERE ARE YOU MOST LIKELY TO PICK UP A "BUG"

1. Crowds — why
2. Backward countries — examples
3. In areas known to be contaminated (quarantine)
4. Places where good health rules are not practiced

V. WHO CAN ASSIST YOU IN COMBATING A DISEASE

1. School nurse
2. Doctor
3. Specialist
4. Various agencies
5. Teacher

UNIT NO. 24

DRUG ADDICTION

HAVE you ever seen a fallen animal in the last throes of death? A person suffering from the D.T.'s or trying to "kick the habit" manifes s the same type of behavior.

I. WHAT ARE SOME OF THE NARCOTICS

1. Benzedrine
2. Heroin
3. Opium
4. Morphine
5. Marijuana
6. Others

II. WHAT PHYSICAL AND MENTAL REACTIONS DO THEY CAUSE

1. Depressant
2. Stimulant

III. WHY OR HOW DO PEOPLE BECOME ADDICTS

1. Accidental addiction from hospital use
2. Self-imposed use and eventual addiction

IV. IS DRUG ADDICTION HARMFUL

1. Physical determent
2. Physical craving leading to asocial actions
3. Possible erosion of the psychic

V. TREATMENT

1. Institutionalization
2. Rehabilitation (counseling)
3. Return to useful place in society

ALCOHOL

ALCOHOL reduces self-control. Loss of self-control reduces self-respect. With the loss of self-respect the person will eventually need to escape and the use of alcohol is a ready escape.

I. WHAT DOES ALCOHOL DO

1. Causes loss of self-control
2. As a depressant
3. Lowers inhibitions and safeguards

II. WHAT KIND OF PEOPLE DRINK ALCOHOL

1. Many people have taken a drink
2. Do you have to drink alcohol to the point that you lose control

III. WHY DO PEOPLE DRINK ALCOHOL

1. To relax
2. To socialize
3. To escape (is this good — does it solve the problem)

IV. WHAT HAPPENS IF YOU SHOULD GO PAST THE SOCIAL DRINKING

1. Loss of job
2. Loss of family
3. Loss of life savings
4. Loss of self-respect
5. Eventual death from malnutrition

V. WHERE TO GET HELP

1. Hospitals (medical field)
2. Psychiatrist, psychologist, and psychoanalyst
3. Institutionalization — (drying out period)
4. Alcohol Anonymous
5. Courts
6. Church

UNIT NO. 26

HOSPITALS

WHAT community resource is more significant than the hospital? This unit will familiarize students with the services of this facility.

I. TYPES OF HOSPITALS

1. The general hospital
2. The charity or training hospital
3. The veteran hospital
4. The specialist hospital
5. The clinic

II. LOCATE YOUR HOSPITALS

1. Address and phone number
2. Specifying the type needed
3. Locating it on a city map

III. SPECIFY SERVICES OF HOSPITAL

1. The ambulance and how to get it
2. The emergency room and its purpose
3. The rental services (wheelchair and beds)
4. In-patient care
5. Out-patient care

IV. ASSISTANCE AGENCIES FOR HOSPITAL CARE

1. Welfare
2. Insurance
3. Organization for the handicapped
4. Various fund agencies

UNIT NO. 27

INSURANCE

THE less money you make the more you need insurance. This may sound strange but if an individual understands insurance and how it can help him then he will be better prepared for the future.

I. WHAT IS INSURANCE

1. Definition

II. TYPES OF INSURANCE

1. Life
2. Hospital
3. Car
4. Property
5. Cover-all
6. Term vs paid up savings

III. WHY HAVE INSURANCE

1. Social obligation
2. Family security
3. Future security
4. Meeting sudden demands

IV. COMPUTING PREMIUMS

1. Monthly — yearly
2. Life, hospital, car
3. As income tax deduction
4. Computing indemnity

V. THINGS YOU SHOULD KNOW

1. The rider clauses
2. Which policy is best for you
3. Importance of (insurance company) being registered in your state

VI. WHERE TO GET INFORMATION ABOUT INSURANCE

1. Insurance companies
2. Friends in insurance business
3. Insurance commission

UNIT NO. 28

FUNERALS

FUNERALS are not usually studied in the classroom; however, very few people know what to do when confronted with one. The following unit will help students meet the problems that arise concerning funerals:

I. WHAT IS A FUNERAL

1. What is the purpose of a funeral
2. What funerals should you attend
3. Where should you sit
4. What should you wear
5. Types of burial

II. WHY DO WE HAVE FUNERALS

1. Are funerals necessary
2. Is the cost of a funeral important

III. WHEN DO WE HAVE FUNERALS

1. In the case of family death who makes the decision
2. How about the grave marker

IV. WHERE DO WE HAVE FUNERALS

1. What can a funeral home do for you
2. How much will the cost be
3. How will you pay for it
4. What if you don't have funeral lots
5. What if you die out of state

V. IF YOU ARE THE HEAD OF A HOUSEHOLD, WHAT PREPARATIONS CAN BE MADE IN CASE OF YOUR DEATH

1. Funeral lots
2. Insurance to pay all bills of funeral
3. A clear cut last will and testament
4. Instructions on how and when all bills, etc. are due

THE FAMILY

WHAT is a family? Just think of what a family's task is: to offer physical protection; mental, emotional, and spiritual guidance; love, security, and a sense of belonging; and to help in preparing children for adulthood.

I. THE PARENT

1. The job of being a parent
2. Getting along with your parents
3. Changing roles of family members

II. FAMILY RELATIONSHIPS

1. How children in a family are different
2. Why brothers and sisters quarrel
3. Sharing with brothers and sisters
4. Being an only child

III. COMMON FAMILY PROBLEMS

1. Allowance
2. Discussion
3. Dating and curfews
4. Sharing interest
5. Buying clothes
6. Smoking and drinking
7. School
8. Outside activity
9. Sibling rivalry
10. Lack of understanding
11. Punishment

IV. HOW YOUR FAMILY HELPS YOU

1. Physical protection
2. Mental and emotional development
3. Love, security, and a sense of belonging
4. Preparation for adulthood

V. YOUR RESPONSIBILITY IN THE FAMILY

1. Personal qualities of a good family member
2. Cooperation as a family member

VI. GOOD MANNERS IN FAMILY LIVING

1. Showing consideration
2. Showing unselfishness
3. TV or radio etiquette

CHILD CARE

IS there a new baby in your family? Do you know how a new baby affects the family?

I. CARING FOR A BABY

1. Holding the baby
2. Feeding the baby
3. Clothing the baby
4. Sleep and rest for the baby
5. Safety precautions with infants
6. Special equipment
7. Medical and nursing care
8. Inoculations

II. CARING FOR A YOUNG CHILD

1. Helping a child with his physical needs
2. Bathing and grooming the young child
3. Helping the child in his play
4. Protecting a child from dangers
5. Helping a child to live happily

III. WHEN YOU ARE A BABY SITTER

1. Do's and don'ts for baby sitters
2. Responsibilities of baby sitting
3. Knowing where the parents are

IV. PROBLEMS OF INFANCY

1. Crying in the early weeks
2. Spoiling
3. Common kinds of indigestion
4. Constipation
5. Diarrhea
6. Rashes
7. Mouth and eye trouble
8. Breathing troubles
9. Thumb-sucking
10. The pacifier

KITCHEN AND FOOD

IT has been said that the kitchen is the heart of the home. A clean, well-arranged kitchen makes meal preparation easier and more enjoyable.

I. HINTS FOR CLEANING AND CARING FOR THE KITCHEN

1. Suggestions for using the refrigerator properly
2. Suggestions for using and cleaning the range properly
3. Safety in using electric appliances
4. Using and caring for kitchen tools
5. Miscellaneous kitchen hints

II. SAVING TIME AND ENERGY IN THE KITCHEN

1. Planning ahead
2. Taking your time, finishing faster

III. PLANNING NUTRITIOUS MEALS

1. Consider needs of family members
2. Consider your personal needs
3. Consider meal patterns
4. Place of proteins, carbohydrates, and fats
5. The importance of vitamins and minerals

IV. BUYING FOOD WISELY

1. Why food costs differ
2. Forms of food
3. Where to buy food
4. Managing the family food budget
5. Grades of canned foods
6. Can sizes and measures
7. What to look for in selecting food: fruit, vegetables, meat, cheese, eggs

V. CARE OF FOOD

1. How long to store perishable foods
2. How to store staple foods
3. How to store frozen foods
4. Preserving foods for later use

UNIT NO. 32

YOU AND YOUR ROOM

WHAT does your room mean to you? Do you have a room of your own, or do you share a room with someone else in your family? The way your room is furnished, the care you take of it, and how well it serves your needs are all important in your enjoyment of it.

I. THE FURNISHINGS FOR YOUR ROOM

1. Using your room for sleeping and resting
2. Using your room for dressing and grooming
3. Using your room for study
4. Using your room for leisure activities

II. CARING FOR YOUR ROOM

1. Daily care of your room
2. Weekly and occasional care of your room

III. MAKING YOUR ROOM MORE ATTRACTIVE

1. Arranging furniture
2. Selecting furniture and accessories
3. Arranging pictures
4. Selecting curtains and draperies
5. Selecting accessories
6. By keeping it clean
7. Paint it yourself

SELF-CONCEPT

POSSIBLY the most difficult task facing the teenager is that of developing a sound self-concept.

I. **WHAT IS SELF-CONCEPT**
   1. Definition

II. **WHO ARE YOU**
   1. Your name
   2. Physical characteristics
   3. In society
   4. As an individual

III. **WHAT CAUSES YOU TO DEVELOP A SELF-CONCEPT**
   1. Interaction with parents
   2. Interaction with siblings
   3. Interaction with peer group

IV. **HOW DOES YOUR PERSONALITY TAKE SHAPE**
   1. Introjection
   2. Identification
   3. Sublimation
   4. Misuse of these mechanisms

V. **WHAT ARE SOME SIGNS OF PERSONALITY PROBLEMS**
   1. Extreme anxiety
   2. Depression
   3. Constant excitement
   4. Withdrawal
   5. Unusual behavior

VI. **CAN YOU SOLVE YOUR PROBLEMS**
   1. To get help, you must first want help
   2. Parents as helpers
   3. Friends as helpers
   4. Professional help

VII. **WAYS TO PREVENT PROBLEMS**
   1. Relationships with other people
   2. A code for living
   3. Getting satisfaction in life
   4. Getting security
   5. Realistic goals
   6. Being emotionally mature
   7. Watching your actions and reactions

YOUR FRIENDSHIPS

WHAT would life be without friends. Friendships mean so much that a person probably would not want to live without them. It is easy to understand why most young people are deeply concerned with making and keeping friends.

I. BEING A FRIEND

1. Ways to show friendship
2. How good a friend are you
3. Choosing your friends
4. Sharing your friends with your family

II. BOY-GIRL FRIENDSHIPS

1. Building boy-girl friendships
2. Conversational cues
3. Dating
4. Dating manners
5. Making a date
6. Being a "Good Date"
7. Recreation with friends

III. FRIENDSHIP IN ADULT LIFE

1. Importance
2. Your extension of friendship and its acceptance or rejection

IV. SELECTING FRIENDS

1. Consider hobbies
2. Consider basic beliefs
3. Consider recreation interests
4. Consider past experiences

YOU AND EDUCATION

HAVE you ever had a student ask, "What good is high school?" What did you say? Many times the answer is: "It's important for your future." Does this really pin the problem down?

I. WHY GO TO HIGH SCHOOL

1. Has become a necessity for employment purposes
2. Permits wider choice of occupations
3. Helps you to become a better informed citizen
4. Greater job security in times of recession
5. Helps develop the ability to think, reason, judge
6. Society expects a person to have a diploma

II. [illegible]Y HIGH SCHOOL IS AS IT IS

1. General courses for all
2. Vocational courses for trade bound student
3. College preparation

III. KNOWING YOUR SCHOOL

1. Finding out about the building
2. Learning about rules and organizations

IV. TAKING PART IN SCHOOL ACTIVITIES

1. Belonging to a school club
2. Which clubs and how many to join

V. BEING A GOOD SCHOOL MEMBER

1. In the classroom
2. In the corridors
3. In the lunchroom
4. In assemblies
5. On the campus

UNIT NO. 36

DRIVER'S EDUCATION

GOOD driving is an art that is learned as a result of proper instruction and supervised experience

I. WHAT IS A GOOD DEFINITION OF DRIVER'S EDUCATION

1. Definition

II. WHAT CAN BE TAUGHT IN THE CLASS

1. What makes the wheels go around
2. Safety on the streets and highways
3. Care and service for longer life of your car
4. Rules of the road — State Driver's Manual
5. Habits of the driver and pedestrian
6. Commonly used wrenches and tools

III. WHAT CAN BE TAUGHT IN THE CAR

1. Gauges
2. Switches
3. Controls
4. The power plant

IV. IMPORTANT DRIVING SKILLS

1. Developing smoothness and correct timing
2. Backing
3. Emergency stops
4. Right turns
5. Left turns
6. Other maneuvers

V. ADVANTAGES OF DRIVER'S EDUCATION

1. Comparison of accident rates
2. Insurance rates
3. Learning common courtesy on the road

UNIT NO. 37

SELECTING CLOTHES

"I don't have anything to wear!" How many times have you heard this? How many times have you heard the answer, "Why, you have a whole closet full of clothes!"

I. AMOUNT TO SPEND FOR CLOTHING

1. What needs to be considered here

II. SELECTING OUTER GARMENTS

1. Consider your clothing needs
2. Consider becomingness
3. Consider color
4. Consider clothes that go together
5. Consider size and workmanship
6. Consider the fabric
7. Consider your activities
8. Consider the season and the locality

III. SELECTING UNDERGARMENTS

1. Foundation garments
2. Construction, fit, and washability
3. Garments for sleeping and lounging

IV. SELECTING ACCESSORIES

1. Selecting hats, gloves, handbags, scarves
2. Selecting collars, belts, handkerchiefs, jewelry
3. Selecting hosiery and shoes
4. Selecting rainwear

V. DAILY, WEEKLY, AND SEASONAL CARE

1. Daily care of clothes
2. Care of clothes as you wear them
3. Weekly care of clothes
4. Caring for accessories
5. Repairing clothes

VI. KEEPING CLOTHES CLEAN AND NEAT

1. Removing spots and stains
2. Washing clothes
3. Hand washings
4. Dry cleaning clothes
5. Ironing and pressing clothes

FAMILY MENDING

THE stitch-in-time means fewer clothing replacements and more money for other needs. Taking care of your clothing protects your original investment in that suit, coat, or other garment.

I. EQUIPMENT AND AIDS

1. Needles — different kinds
2. Thread, pins, thimble, etc.
3. Sewing machine — use and care

II. WHERE TO GET PATCH MATERIAL

1. Stores
2. Old garments

III. TYPES OF MENDING

1. Small repairs
2. Repair by piecing or reinforcement
3. Patches
4. Darns

IV. MENDING MEN'S AND BOYS' CLOTHING

1. Men's and boys' coats
2. Men's and boys' trousers, shirts, and socks

V. MENDS FOR COMMON CLOTHING DAMAGE

1. Mends in wash pants and slacks
2. Mends in shirts
3. Mends in dresses
4. Mends in robes
5. Mends in underwear

GROOMING

AN attractive appearance can be a key that opens the door to friendships, to a career, and even to happy family living. Teen-age "good looks" are the result of good health, good grooming, good choice of clothing, and a happy outlook on life.

I. WHAT IS GROOMING

1. Definition
2. Purpose

II. WHY IS GOOD GROOMING IMPORTANT

1. Helps avoid minor health problems
2. Shows your self-evaluation

III. HEALTH AND APPEARANCE

1. Your cleanliness affects your appearance
2. What you eat affects your appearance
3. Exercise affects your appearance
4. Sleep and rest affect your appearance
5. Your posture affects your appearance
6. Your eyes and teeth affect your appearance

IV. GROOMING AND APPEARANCE

1. Hair grooming
2. Grooming feet and toenails
3. Skin grooming
4. Grooming hands and nails

UNIT NO. 40

DATING

MOST every student will get married in the next few years. What can the teacher do to help them be prepared for marriage?

I. DATING

1. Purpose
2. Importance of dating
3. Going steady — advantages and disadvantages

II. RULES FOR DATING

1. Things for the boy to remember
2. Things for the girl to remember
3. Moral standards
4. Dating and parents
5. Who takes care of the expenses

III. COMPONENTS OF LOVE

1. Emotion
2. Mutuality (giving as well as receiving)
3. Physical attraction
4. Satisfying personality needs
5. Sacrifice
6. Definition of above five and examples of each

PARTY ETIQUETTE

EVERYONE enjoys a party. It is a good idea to learn to be the kind of guest people like to entertain and the kind of hostess people like to visit.

I. IF YOU ARE THE HOST

1. Do not try to outdo yourself
2. Invite congenial people
3. Extend invitations several days in advance
4. Select a theme and carry it through
5. Make your plans flexible
6. You should dress simply
7. Direct the guests to a room to leave their wraps
8. Be sure people know one another
9. See that your guests are having a good time
10. Plan special and yet simple refreshments
11. Station yourself so your guests can say good-by
12. Do not apologize for mishaps beyond your control
13. After your guests leave, straighten and clean up the house

II. IF YOU ARE A GUEST

1. Respond to the invitation by telephone or note
2. Arrive on time at the party
3. Dress carefully
4. Be in a cheerful mood
5. Be ready to participate in the entertainment
6. Greet your host or hostess before you join the others
7. A boy should offer his chair to a girl, a woman, or older man
8. A girl should accept a chair with a "Thank you"
9. Help keep the party going
10. Do not be awed by a standard of living that is higher than your own nor contemptuous of one that is lower
11. Leave the party at the hour that has been set as a closing time
12. Always say good-by to the host or hostess and to the guest of honor
13. Say some word of appreciation to the mother and father

UNIT NO. 42

ENGAGEMENT AND MARRIAGE

WHAT happens to teen-age marriages? "Is it a privilege to be forced to choose someone as a lifetime mate before one has found out who one is oneself?"

Margaret Mead

I. MATURITY AND AGE — IMPORTANCE

1. Definition of maturity
2. Importance of age at marriage
3. The part (1 & 2) they play in dating, engagement, and marriage

II. WHAT IS ENGAGEMENT

1. Reason for engagement
2. Long engagement vs short engagement
3. Morals and engagement
4. Some danger signs in engagement
5. Important issues to be decided during engagement
6. Why are engagements broken

III. RELIGION AND MARRIAGE

1. Importance of one to another
2. Importance of agreement on religion in a marriage
3. Interfaith vs same faith marriages — differences

BASIC MATH

BASIC math is essential for all students. This unit will help the teacher make sure each student has been exposed to the kind of math he needs.

I. BASIC MATH SIGNS

1. The + sign
2. The — sign
3. The × sign
4. The ÷ sign
5. What does each of the above signs mean
6. Checking techniques

II. BASIC MATH AND ITS APPLICATION

1. In the store
2. At school
3. On the job
4. In your thinking
5. In the newspaper

III. BASIC MATH — CLASSROOM EXERCISES

1. Multiplication
2. Division
3. Addition
4. Subtraction
5. Using decimals
6. Reading and writing numbers

IV. BASIC MATH VOCABULARY

1. Add
2. Decimal
3. Plus
4. Column
5. Carry
6. Equal
7. Fewer
8. More
9. Less
10. Multiply
11. Once
12. Twice
13. Yardstick
14. Ruler
15. Smaller
16. Larger
17. Subtract
18. Divide
19. Difference
20. Borrow
21. Take away
22. Numbers
23. Remainder
24. Product
25. Divisor
26. Quotient

UNIT NO. 44

MAKING CHANGE

IT is important for students to know the value of money and its place in their lives. This unit is designed to give students a general introduction to money and experience in making change.

I. WHAT IS MONEY

1. Definition of money
2. Background of money
3. Content of various coins and bills

II. MONETARY DENOMINATIONS

1. Explaining the system of 10's
2. The value of various coins and bills

III. EXPERIENCE IN MAKING CHANGE

1. By exercises in math (written and verbal)
2. At work
3. Shopping
4. By exercises in actual classroom money transactions

UNIT NO. 45

BASIC MEASUREMENT

ADEQUATE knowledge about measurement is a must in many areas of life. Students need to know the basic concepts involved in all types of measurement.

I. HOW TO USE A RULER, YARDSTICK OR TAPE-MEASURE

1. Converting inches to feet
2. Converting inches to yards
3. Converting feet to yards
4. Converting yards to feet and inches

II. LIQUID MEASURE

1. Measuring by cups, pints, quarts, and gallons
2. How to get a correct measurement
3. How to read measurements
4. Abbreviations for measurements

III. DRY MEASURE

1. Measurement by ounces, pounds, bushels, pecks, and tons
2. How to read a produce scale
3. How to read a butcher's scale
4. How to weigh yourself properly

IV. TELLING TIME

1. Ability to tell time in seconds, minutes, and hours
2. Compare length of day to week, month, and year
3. Ability to read a calendar
4. Interpretation of working days and holidays
5. Knowledge of seasons

V. MAP STUDY

1. How to read a city map
2. How to read a state and national map

PERSONAL BUDGET

WHEN a student makes a remark such as "I don't have any money left," and it is the middle of the week, you may think he has not been wise in handling his money; however, it may be due to his not knowing about budgets and their use.

I. WHAT IS A PERSONAL BUDGET

1. Definition

II. WHY HAVE A PERSONAL BUDGET

1. Help spend money wisely
2. Develops good attitudes toward thriftiness
3. Carry-over into adult life
4. Prevents indebtedness
5. Helps build self-respect

III. SETTING UP A BUDGET

1. Spending realistically
2. Listing bills — monthly and extra
3. Sticking to it

IV. GETTING OUT OF DEBT

1. Borrowing money — things to remember
2. Paying part of each bill
3. Finding a better job
4. Getting help from public agencies

UNIT NO. 47

FIGURING WAGES

MANY students never think about figuring wages till they get a job and get their first paycheck; then, they ask, "How can I figure my wages?" This unit will help solve problems related to figuring wages.

I. WHAT ARE WAGES

1. Definition

II. TYPES OF WAGES

1. Hourly
2. Weekly
3. Monthly
4. Piecework
5. Overtime

III. WAGE DEDUCTIONS

1. Gross pay — How to compute
2. Computing social security
3. F.I.C.A.
4. Company deductions
5. Net pay

IV. WHERE TO GET HELP

1. Payroll clerk
2. Employer
3. Family and friends
4. Personnel Policy Handbook

UNIT NO. 48

TAXES

HOW many students know the government is run largely on taxes? Roads, parks, and various agencies are supplemented by taxes. Since some students may make very little in a lifetime, the taxes deducted from their salary will be more noticeable than to those who make more.

I. **WHAT ARE TAXES**

1. Definition

II. **WHY HAVE TAXES**

1. Local, federal, state government
2. Benefits received from taxes

III. **TYPES OF TAXES**

1. Property tax
2. Federal income tax
3. Social security
4. City and state sales tax
5. Various federal, state and local taxes

IV. **FIGURING TAXES**

1. Sales tax
2. Income
3. Luxury tax
4. State and local

V. **WHERE TO GET AID IN FIGURING TAXES**

1. State
2. Federal
3. Private
4. Friends
5. Self-dependence

UNIT NO. 49

SOCIAL SECURITY

STUDENTS need to know what social security has to offer. This unit will help students see the reasons for social security and its benefits.

I. WHAT IS SOCIAL SECURITY

1. Definition
2. Purpose

II. HISTORY OF SOCIAL SECURITY

1. Before social security
2. Beginning of social security
3. Changes that have taken place
4. Social security today

III. INFORMATION ABOUT SOCIAL SECURITY FOR STUDENTS

1. Use of social security card — how it works
2. Protections of social security
3. How social security benefits the student
4. Financing of old-age, survivors, and disability insurance program

UNIT NO. 50

BANKING

BEING acquainted with services offered by the bank is necessary. The student can better know the services offered there when exposed to a unit such as the following:

I. **WHAT IS A BANK**
   1. Definition

II. **CHOOSING A BANK**
   1. Location is important
   2. Services offered to you
   3. Choosing between a state or federal insured bank

III. **WHAT TC KNOW ABOUT A SAVINGS ACCOUNT**
   1. Understanding interest
   2. How to make withdrawals
   3. Power of attorney
   4. Loans

IV. **CHECKING ACCOUNTS**
   1. Checks and their meanings and value
   2. Fees for checking accounts
   3. Balance— How do you keep this
   4. Maintaining good credit
   5. Checks as a safeguard
   6. Good and bad points of checking accounts
   7. How to write a check
   8. How to endorse a check
   9. How to read a check

BUYING

STUDENTS are already involved in some kind of buying and the wise use of money is essential.

I. WHEN TO BUY

1. When there is a need
2. When money is available

II. WHAT YOU BUY

1. Is it guaranteed
2. Compare goods — quality
3. Does it serve the purpose
4. Name brands vs unknown

III. HOW TO BUY

1. Cash buying
2. Installment buying
3. Lay-away buying

IV. THINGS TO CONSIDER

1. Depreciation
2. Interest on notes
3. Exchaning goods
4. The importance of receipts
5. A legal sales contract

UNIT NO. 52

INTEREST

HAVE you ever purchased items on a time basis? Were you ever surprised at the amount of interest you had to pay before you were through with the payments? The following points should be presented to all students:

I. WHAT IS INTEREST

1. Definition

II. TYPES OF INTEREST

1. On loans
2. Items

III. WHO USES INTEREST

1. Business concerns
2. Individuals
3. Groups

IV. WHY USE TIME PAYMENTS

1. Save cash for emergencies
2. Gives you what you need now
3. Helps you establish good credit
4. Important things to buy on time payment

V. PROBLEMS IN USING TIME PAYMENTS

1. Over-extension of credit
2. Understanding contracts before you sign
3. Interest vs cash payment

VI. BORROWING FROM LOAN AGENCIES FOR NECESSITIES

1. Installment buying
2. Small loan agencies
3. Banks
4. Large loan agencies
5. Federal agencies

AMERICAN HISTORY

AMERICAN History at this level should be concerned with getting across broad concepts about America's freedom. Threats to freedom should also be presented.

I. **AMERICA WAS FOUNDED BY PEOPLE DESIRING FREEDOM**

1. What people came to America
2. What freedoms were they seeking

II. **AMERICAN IMMIGRATION**

1. The melting pot — the changes over the years

III. **AMERICA AND ITS FREEDOM** (civil war)

1. Background — reasons for
2. The war years
3. Reconstruction
4. The North and South today

IV. **AMERICA AND ITS FOREIGN WARS**

1. War of independence
2. Lesser wars
3. World War One
4. World War Two
5. Difference between a war and a police action

V. **THE CONSTITUTION — ITS UNIQUENESS**

1. The Bill of Rights
2. The purpose
3. Reasons why it has survived over the years
4. The supreme law of the land

VI. **THE BRANCHES OF OUR GOVERNMENT**

1. The Executive branch
2. The Legislative branch
3. The Judicial branch
4. Our system of checks and balances

VII. **THE AMERICAN WAY VS. COMMUNISM**

1. What is Communism
2. Who becomes a Communist — why
3. Popular misconceptions of Communism
4. Dangers of Communism — How they work

CURRENT EVENTS

STUDENTS should be aware of the world around them and what affect it has on them. Current events can be presented effectively throughout the curriculum. Some goals to work toward are:

I. TO KNOW WHAT CURRENT EVENTS ARE

1. Definition
2. N.E.W.S. — north, east, west, and south
3. How is news gathered
4. What makes news important

II. TO BRING ABOUT AN AWARENESS OF OUTSIDE COMMUNITIES

1. How do happenings from afar affect you
2. How do happenings in your community affect others
3. Why do you need to know about what is happening in other parts of the world

III. TO INTRODUCE SOURCES FOR LEARNING ABOUT CURRENT EVENTS

1. Newspapers
2. Newsletters and trade publications
3. Weekly Readers
4. Magazines
5. Government publications
6. School newspapers
7. Church publications
8. Radio and television
9. Other sources

IV. TO MAKE STUDENTS AWARE OF OTHER PEOPLE'S PROBLEMS

1. War news
2. Economic news
3. Disaster news
4. Strike news
5. Famine news
6. Oppression news

CITIZENSHIP

THIS unit is concerned with acquainting the student with his responsibility as a citizen. It also points out what responsibility the government has concerning the individual. Some points to be covered are:

I. CITIZENSHIP IN AMERICA

1. Definition
2. Historical background
3. How an alien can become a citizen

II. CITIZENSHIP IN FOREIGN COUNTRIES

1. Communist countries
2. Compare various countries with the United States

III. A CITIZEN'S RESPONSIBILITY

1. To the nation
2. To the state
3. To the local community
4. To himself

IV. PRIVILEGES OF A CITIZEN

1. Voting
2. Holding offices
3. Basic freedoms guaranteed by the Constitution
4. Others

V. RESPONSIBILITIES OF THE GOVERNMENT

1. Public health
2. Public safety
3. Public peace
4. Public works
5. Others

UNIT NO. 56

PREJUDICE

THERE'S one thing in common about all prejudices, you have to be taught. "You have to be taught to hate and fear."

The Sound of Music

I. WHAT IS PREJUDICE

1. Definition
2. Can be "against" or "in favor of"

II. WHAT ARE MINORITY GROUPS

1. Cite some examples
2. Why are they called this

III. DIFFERENT RELIGIONS

1. The right to worship
2. Prejudices in regard to religions

IV. ECONOMIC CLASSES

1. Name different types and characteristics of each
2. Explain how prejudice starts in each class
3. Discuss why geography may lead to such classifications

V. SOME FRIENDS OF PREJUDICE

1. Stereotype thinking
2. Biased thinking
3. Name calling
4. Smear words
5. Hate based thinking
6. Insecurity
7. Other types of faulty thinking

UNIT NO. 57

VOTING

VOTING is a privilege and responsibility of every citizen. All students should be taught the importance of voting.

I. WHAT IS A VOTE

1. Definition — what does it represent

II. WHAT MAKES AN ELIGIBLE VOTER

1. Residence requirements
2. Citizenship qualifications
3. Rules for registration

III. WHAT ARE THE QUALIFICATIONS FOR CANDIDATES

1. President
2. Vice President
3. Senators
4. Representatives
5. Other officials

IV. IMPORTANCE OF VOTING

1. Importance of one vote
2. Democracy depends on it
3. Insures good government
4. Makes you feel responsible

UNIT NO. 58

POLITICS

THE word "politics" has many meanings to people. Some think of it in relation to something underhanded or illegal. Others think of it when they are confronted with anything concerning the Federal Government. Actually, politics involves a great deal more than these and if the student can get a better understanding of what it really means and how it functions daily, he can become a better citizen.

I. WHAT IS POLITICS

1. Definition
2. Historical background
3. Where is it used
4. How does it affect the government
5. How is it used

II. KINDS OF POLITICS

1. Major parties
2. Philosophy of parties
3. Political terms and usage
4. Conventions

III. POLITICS AND PEOPLE

1. Use and misuse of position
2. Selection of party and candidates
3. Your voice in politics and how to use it
4. How to improve politics

LAWS AND COURTS

THIS is an important subject to be taught at the senior high level. Teachers need to expose students to a positive attitude toward rules, laws, and courts. Some points to be covered are:

I. DEFINITION OF TERMS

1. Laws
2. Courts
3. Rules
4. Justice
5. Regulations
6. Due process of law
7. Trials
8. Jury
9. Judge
10. Lawyer
11. Other common terms

II. WHO MAKES LAWS

1. Federal
2. State
3. Local
4. Other

III. HOW ARE LAWS ENFORCED

1. Federal Bureau of Investigation
2. National Guard
3. State Bureau of Investigation
4. State Police
5. Local Police
6. Others

IV. WHAT IS THE FUNCTION OF COURTS

1. Interpret laws
2. Insure justice
3. Try cases
4. Explain how the above three are carried out

V. WHAT WOULD HAPPEN WITHOUT RULES

1. In the home
2. At school
3. At play
4. On the streets
5. In the nation and world around us

UNIT NO. 60

WAR

WAR is a subject of fascination to most students. It is important for them to be exposed to the reasons for wars so they can understand why the United States gets involved in them.

I. WHY DOES THE UNITED STATES FIGHT IN WARS

1. Our beliefs about Democracy
2. Protection of our rights and the rights of others
3. Isolation vs interaction

II. WHAT ARE THE CONSEQUENCES OF WAR

1. To the winner
2. To the loser
3. To those who do not participate in the war

III. WHAT DOES WAR DO TO A NATION'S MANPOWER AND WEALTH

1. The effect of war on manpower
2. The change of pace in the economy
3. The aftermath of war (when fought on nation's soil)

IV. THE UNITED NATIONS AND WAR

1. Purpose of United Nations
2. How does it function
3. Is it effective (pro and con)

V. THE REALITY OF WAR

1. Its influence on those directly involved
2. Its influence on those indirectly involved
3. The "totalness" of death
4. The atrocity of war

UNIT NO. 61

ATOMIC ATTACK

WILL it ever happen? Would you know what to do? What is so different about an atomic attack?

I. WHAT IS A NUCLEAR BOMB

1. Definition
2. Difference from a conventional warhead

II. WHAT HAPPENS WHEN AN "A" or "H" BOMB EXPLODES

1. Blinding flash
2. Gamma rays come next — what is their effect
3. 1st second is most deadly — why
4. What about the heat wave
5. Shock wave

III. WHERE AND HOW BOMB WOULD BE DROPPED

1. Large cities would be prime targets — why
2. Strategic areas
3. Could be dropped from bombers
4. Carried in boats
5. Warheads on missiles

IV. DO YOU KNOW WHAT TO DO

1. What are the warning signals
2. Where is a shelter near your home or school
3. Importance of learning to follow the rules
4. Listen for civil defense broadcasts

V. WHEN THERE IS NO WARNING

1. Take the nearest cover or fall on the ground and cover your face and hands
2. Turn away from light instantly
3. After 10 seconds pass, leave the blast area
4. If you are in a fallout shelter, stay put
5. Follow instructions if you are in a shelter

TRANSPORTATION

TRANSPORTATION is important to the working student. He must know the various routes and carriers to get him to his job and back.

Transportation is also important in the respec of transporting goods. Students need to know the importance and complexity of the transportation network in the nation.

I. METHODS OF TRANSPORTATION

1. Definition of transportation
2. Historical development

II. MODERN TRANSPORTATION

1. All types of "airplanes"
2. Space vehicles
3. Trucks
4. Trains
5. Buses
6. Cars
7. Mono-rails
8. Ships
9. Others

III. HOW DOES TRANSPORTATION SERVE PEOPLE

1. Commercial
2. Pleasure

IV. LOCAL TRANSPORTATION

1. Taxi
2. City bus
3. Car

V. LEARNING TO USE TRANSPORTATION FACILITIES

1. Reading bus schedules
2. Idenitfying bus stops
3. Bus routes
4. How to get a taxi
5. Selecting economical transportation

COMMUNITY RESOURCES

WHAT is of more value to the student and his family than the knowledge of resources available in the community? This unit is designed to make the student more aware of these resources.

I. WHAT ARE COMMUNITY RESOURCES

1. Definition
2. Types

II. USES

1. Individual
2. Business

III. HOW PUBLIC SERVICES ARE PROVIDED

1. City and state government
2. Private business
3. Federal government

IV. COMMUNITY AGENCIES OF ASSISTANCE

1. Police
2. Fire department
3. Welfare agencies
4. Health clinics
5. United Fund agencies
6. Employment agencies
7. Other agencies of assistance

V. HOW ARE COMMUNITY SERVICES SUPPORTED

1. Taxes
2. Bonds
3. Income from services provided
4. Philanthropy

UNIT NO. 64

CONSERVATION

THE world has many natural resources. The prevention of waste is conservation and conservation is everybody's business.

I. CONSERVATION OF RESOURCES

1. Definition
2. Purpose of conservation
3. Results of poor conservation

II. REPLACING RESOURCES

1. Trees
2. Soil
3. Wildlife
4. Other natural resources
5. Discuss the time required for the above replacements

III. DIFFERENT TYPES OF WILDLIFE

1. Birds
2. Small animals
3. Large animals

IV. THE FOREST

1. The forest ranger and his job
2. Causes of forest fires
3. Reforestation

V. WATER

1. The water cycle
2. The problems of water pollution (causes)
3. The importance of water conservation

LEISURE TIME

MANY times fear prevents students from engaging in activities they would like to try. Teachers should encourage students to select activities and help them get involved. The following points concerning leisure time should be covered:

I. LEISURE TIME

1. Definition
2. Historical background
3. Advantages
4. Disadvantages

II. USE OF LEISURE TIME

1. Hobbies
2. Civic activities
3. Sports
4. Church activities
5. Family time
6. Reading
7. Public entertainment
8. Second job
9. Other constructive uses

III. PROVISIONS FOR LEISURE TIME

1. National and State parks
2. National and State museums
3. State fairs
4. Community projects
5. Others

IV. WHO SHOULD PLAN LEISURE TIME ACTIVITIES

1. The individual
2. The family
3. The church
4. The group
5. The community
6. The government
7. The school
8. Others

UNIT NO. 66

RESPONSIBILITY

EVERY person should learn to accept responsibility. Teachers need to help students learn how to handle responsibility.

I. WHAT IS RESPONSIBILITY

1. Definition

II. WHAT ARE MY RESPONSIBILITIES

1. At home
2. At school
3. On the job
4. To the community
5. To the nation
6. In regard to safety
7. Concerning health
8. Socially
9. Financially
10. Morally
11. Spiritually
12. Educationally
13. Others

III. WHAT DOES BEING A RESPONSIBLE PERSON MEAN

1. Accepting responsibility for actions
2. Thinking logically
3. Working for a living
4. Being a good example
5. Respecting authority
6. Respecting rights of others
7. Others

IV. HOW CAN BEING A RESPONSIBLE PERSON HELP

1. Your family
2. Your job
3. Your personal relationships
4. Your education
5. Your self-concept

UNIT NO. 67

VOCATIONAL REHABILITATION

VOCATIONAL Rehabilitation and Special Education have correlated their services to provide a complete program for educable mentally handicapped students in grades 10, 11, and 12. The following outline will help teachers familiarize students with Vocational Rehabilitation:

I. WHAT IS VOCATIONAL REHABILITATION

1. Location — (main office)
2. Location — (field office)
3. Where is the counselor in your area

II. PURPOSE OF VOCATIONAL REHABILITATION

1. In connection with handicapped individuals
2. How it helps people to help themselves

III. SERVICES AVAILABLE

1. Psychological evaluation
2. Counseling and guidance
3. Medical diagnosis
4. Correction (surgery, etc.)
5. Training on the job or in school
6. Helps you get through school
7. Helps you find a job
8. Provides prostheses when needed
9. Maintains complete records for ongoing career planning

THE JOB

MANY things need to be considered when you are looking for a job. One of the most important of these is finding the right one for you. This unit is designed to help the student find the right job.

I. WHAT IS A JOB

1. Definition

II. HOW TO LEARN ABOUT YOURSELF

1. Talk with teachers
2. Check school records
3. Take a good look at yourself
4. Look at your future plans
5. Think about what you like to do

III. WHERE TO FIND OUT ABOUT JOBS

1. From your family and friends
2. From your rehabilitation counselor
3. From your cooperative teacher
4. From the newspaper
5. From part-time work experience
6. From bulletin boards

IV. POINTS TO REMEMBER IN CHOOSING A JOB

1. Your personality
2. Work experience
3. Opportunity for the future
4. Requirements of the job
5. Competition
6. Job satisfaction

V. HOW TO QUIT A JOB

1. Take a good look at the reason for quitting
2. Find another job first
3. Tell the cooperative teacher you are thinking of quitting
4. Give proper notice

APPLICATION BLANKS

ONE of the most important things for students to know and remember is the correct procedure for filling out an application blank. This is often the first thing the employer sees of a prospective employee. His handwriting, spelling, and ability to fill out the form quickly and completely are all important.

I. WHAT IS AN APPLICATION BLANK

1. Definition
2. Purpose

II. THE PARTS OF THE APPLICATION BLANK

1. Information about you
2. Information about your family
3. Information about your education and training
4. Information about your job experience
5. Information about who can recommend you (references)

III. IMPORTANT THINGS TO REMEMBER

1. Ask for two application blanks
2. Use your manners
3. Know how to spell and write common words asked for
4. Be able to recognize commonly used words on a blank
5. Be prepared
6. Use a good pen or pencil
7. Be sure to fill in every space
8. Ask someone to help you with difficult parts

WORK RECORD

EVERYONE needs to know what makes up a work record and why it is important. All students should be exposed to these points:

I. THE CONTENTS OF THE WORK RECORD

1. Your work performance
2. Your attitude
3. Punctuality
4. Adaptability
5. Appearance
6. Accidents you have on the job
7. Other appropriate items

II. WHAT INFLUENCE DOES YOUR WORK RECORD HAVE

1. On your employer
2. On your future employers
3. On industry in general

III. HOW DOES IT AFFECT YOU

1. You and promotions
2. Obtaining future employment
3. Salary increases
4. Your references
5. Helps you to constantly evaluate yourself

REFERENCES

ONE of the most important steps in obtaining employment is the listing of references. Students should be taught the importance of references.

I. WHAT IS A REFERENCE

1. Definition and examples
2. Difference between references
3. Purpose of a reference

II. WHEN DO YOU USE A REFERENCE

1. School entrance
2. Getting dates and making friends
3. Getting a job
4. Examples of references you use every day

III. YOU ARE THE NUMBER ONE REFERENCE FOR YOU

1. Your behavior
2. Personality
3. Attitudes
4. Past job experiences
5. Past job performance

IV. WHO ARE GOOD REFERENCES

1. Your minister
2. School person (teacher — counselor)
3. Past employers
4. Others that know your qualifications
5. Your banker

V. IMPORTANT THINGS IN LISTING REFERENCES

1. Know your reference
2. List only good ones
3. Include address, phone number, and position
4. Get your reference's permission before you use him

UNIT NO. 72

YOU AND YOUR JOB

THE most common reason for job failure is lack of proper personality adaption. Students should be exposed to these points:

I. WHAT IS PERSONALITY

1. Definition
2. The outer self vs the inner self
3. You as a person

II. ARE YOU AN INDIVIDUAL

1. Importance of individual differences
2. Are any two people alike
3. Do we all want to be the same

III. ARE OTHERS INDIVIDUALS TOO

1. Your neighbor
2. Your employer
3. Others

IV. WHAT MAKES PEOPLE DIFFERENT

1. Physical characteristics — heredity
2. Past learning
3. Environment

V. YOU AND THE JOB

1. You as a single member of the work force
2. You as a member of a team
3. Taking criticism as constructive rather than destructive
4. Know your short comings
5. Know your boss' personality

UNIT NO. 73

ATTITUDE TOWARD WORK

THE attitude of the worker is an important part of any job. It may be the making or breaking point. Attitudes and their importance are discussed in this unit.

I. **WHAT IS AN ATTITUDE**

1. Definition

II. **ATTITUDE — A GAUGE**

1. Employer's likes and dislikes
2. Punctuality and its meaning
3. Doing more than is required
4. Learning extra things connected with your job
5. Your personality in dealing with others

III. **YOUR ATTITUDE DEPENDS ON MANY THINGS**

1. Personality and the job
2. Happiness on the job
3. The art of getting along with others
4. Looking at ourselves objectively
5. Home life
6. Dating
7. Marriage
8. Feeling toward authority
9. Other things

WHAT EMPLOYERS WANT

STUDENTS should recognize the importance of doing what their employers expect of them. The following points need to be covered so students will know what to look for:

I. WHO IS AN EMPLOYER

1. Definition

II. THE EMPLOYER'S JOB

1. Hiring others
2. Looking out for the company's interest first
3. Making the business pay

III. THINGS THE EMPLOYER LOOKS FOR IN AN EMPLOYEE

1. Employee qualifications — experience
2. Employee personality
3. Matching a man to a job
4. General presentation — appearance

IV. SUBSTITUTES FOR EXPERIENCE

1. Part-time jobs
2. Hobbies
3. Education — grades
4. Vocational training

V. YOUR PERSONAL QUALITIES AND THE JOB

1. What have you to offer
2. Working well with others
3. Getting along with the boss
4. Desire to learn
5. Desire to achieve
6. Maturity

UNIT NO. 75

TRAINING

SKILLS are invaluable in the modern world. They are important for special education students because of the difficulty they have finding jobs.

I. WHAT IS TRAINING

1. Skill preparation
2. Preparation for a specific job
3. Preparation for future types of employment

II. TYPES OF TRAINING

1. Schooling
2. On-the-job experience
3. Combination of both

III. TRAINING SCHOOLS AVAILABLE

1. Automotive
2. Cosmetology
3. Business
4. General — technical

IV. VALUE OF TRAINING

1. Employment enhancement
2. Better salary
3. Job security
4. More opportunity for promotions

V. THINGS TO CONSIDER IN SELECTING A SCHOOL

1. Location
2. Cost
3. Length of study for certification

UNIT NO. 76

EMPLOYMENT AGENCIES

EMPLOYMENT is vital to the life of every individual. This unit will make students aware of employment agencies and the services they provide.

I. PURPOSE

1. Counseling (job direction)
2. Testing for skills and ability
3. Research community labor needs
4. Locate jobs
5. Place people on jobs

II. TYPES OF EMPLOYMENT AGENCIES

1. State employment agencies
2. Private employment agencies
3. School placement programs

III. LOCATIONS

1. Person to contact
2. Address and phone number
3. How many are there

IV. IMPORTANT THINGS TO REMEMBER

1. Know about fees and interest rates
2. Be careful about rider clauses
3. Find a reputable one
4. The Better Business Bureau (as a checking agency)

VOCATIONS

TODAY, an individual's work may dictate his social status, financial security, and emotional well being. Thus, selecting a vocation is of paramount importance to the student.

I. VOCATION, WHAT IS IT

1. Definition

II. WHAT DOES A VOCATION MEAN TO YOU

1. Job security
2. Promotion
3. Higher wages

III. CHOOSING A VOCATION

1. What do you like
2. What do you do well
3. What are your abilities
4. What experiences have you had
5. What training have you had
6. How much education do you have

IV. TRAINING FOR YOUR VOCATION

1. What training schools are available
2. Which is best for you
3. What are the requirements
4. Can you receive assistance in getting the training
5. On the job training

UNIONS

WORKERS, unorganized are weak— workers, organized, are strong. This is why workers join unions.

I. WHAT IS THE UNION

1. Definition
2. Purpose

II. UNIONS AND BARGAINING POWERS

1. Individual bargaining
2. Collective bargaining

III. HOW DO YOU JOIN THE UNION

1. Closed shop
2. Union shop
3. Maintenance of membership

IV. STRUCTURE OF THE UNION

1. Officers
2. Union representatives in the company
3. Local unions
4. National union (parent union)

V. COMPANY UNIONS

1. Unions of the company where they have no parent union

VI. BAD ASPECTS OF UNIONS

1. The initiation fee
2. The dues
3. No personal choice in case of strike
4. In time of strike, loss of income

VII. GOOD ASPECTS OF UNIONS

1. You and your fellow workers are united
2. Good pay scale
3. Paid vacation
4. Two day weekend or overtime
5. Better job security

PART THREE

RECORD SHEETS

THE UNIT RECORD SHEET

The unit record sheet will help develop the preceding units into one of the most usable guides available for educable mentally handicapped students. It will enable the teacher-coordinator to evaluate each unit by determining how well the students are learning the material presented from the unit. To make the unit record sheet workable, it is important that it is filled out immediately after a unit has been completed.

The parts of the sample unit record sheet, found on the next page, are labeled with letters A through I, and are discussed below, so the teacher-coordinator will be able to use the unit record sheet more effectively:

A. **Unit:** The name of the unit that has been taught should be written here.

B. **Number:** The number of the unit is to be placed here. This number should correspond to the number listed for the unit in the unit guide.

C. **Grade:** The students a teacher-coordinator teaches the unit to should be indicated by circling the appropriate grade.

D. **Date:** The date or dates the unit was presented should be written here.

E. **Teacher:** The name of the teacher-coordinator who presented the unit is written here.

F. **Student's Name:** This column provides space for an alphabetical list of the students who have been exposed to the units. These names could be mimeographed on several blank record sheets at a time.

G. **% tile Rank:** This column is included for those teacher-coordinators interested in ranking students according to achievement.

H. **Performance:** Space is provided here for teacher-coordinator to indicate how well students do in the unit by placing check marks in the appropriate squares.

I. **Remarks:** This column is to be filled in by the teacher-coordinator, and should include information that will aid in the evaluation of students or units.

THE UNIT RECORD SHEET

GRADE: .....C.....
Soph. Jr. Sr.

UNIT .....A..... NUMBER ...B....

DATE: .....D.....

TEACHER: .....E.....

STUDENT'S NAME	%tile Rank	PERFORMANCE				REMARKS
		EX.	GOOD	FAIR	POOR	
..... F	. G ..	..	....	. H .	....	..... I .....

THE STUDENT RECORD SHEET

The student record sheet will provide a comprehensive evaluation of the student's academic achievement. It will be imprinted with the units listed in the unit guide and as the student completes a unit, his performance will be evaluated and recorded. The completed student record sheet will be placed in the student's rehabilitation folder so it will be available for reference. If a student moves, the folder will be transferred to the receiving teacher-coordinator and vocational rehabilitation counselor.

The parts of the sample student record sheet, found on the next page, are labeled with letters A through J, and are discussed below.

A. **Student's Name:** The name of the student is written here.

B. **Voc. Rehab. Case No.:** (Social Security Number). This number will enable a positive and rapid correlation between vocational rehabilitation and school files.

C. **Date Enrolled:** This refers to the date the student enrolled in the local cooperative program.

D. **Date Closed:** This refers to the date the student left the local cooperative program.

E. **Reason:** This gives space for writing the reasons for the student leaving the program.

F. **Unit No.:** This refers to the number assigned this unit in the unit guide.

G. **Unit Name:** The name of the unit that has been taught should be written here.

H. **% tile Rank:** This column is included for those teacher-coordinators interested in ranking the student according to his achievement.

I. **Performance:** This indicates how well the student has done in each unit he has been exposed to.

J. **Remarks:** This column is for the individual teacher-coordinator, and should include information that will aid in the evaluation of a student.

THE STUDENT RECORD SHEET

Student's Name: .....A..... _____

Voc. Rehab. Case No. ....B..... _____

Date Enrolled: .....C..... _____

Date Closed: .....D..... _____

Reason: .....E..... _____

UNIT NO.	UNIT NAME	%tile Rank	PERFORMANCE				REMARKS
			EX.	GOOD	FAIR	POOR	
F	G	H		I			J

PART FOUR

SUPPORTIVE MATERIALS

BOOKS

Adams, M. **THE MENTALLY SUBNORMAL: The Social Casework Approach.** New York: The Free Press, 1964

Anastasi, A. **Individual Differences.** New York: John Wiley and Sons, Inc., 1965.

Balcer, C. L., and Seabury, H. F. **Teaching Speech in Today's Secondary Schools.** New York: Holt, Rinehart and Winston, Inc., 1965.

Bernstein, B. **Readiness and Reading for the Retarded Child.** New York: The John Day Company, 1965.

Best. H., **Public Provision for the Mentally Retarded in the United States.** Worcester, Massachusetts: Heffernan Press, 1965.

Bucher, C. **Activities for Today's Social Studies.** Dansville, New York: F. A. Owen Publishing Company, 1965.

Charney, L., and La Crosse, E. **The Teacher of the Mentally Retarded.** New York: The John Day Co., 1965.

Daniels, A. S., and Davies, E. A. **ADAPTED PHYSICAL EDUCATION: Principals and Practice of Physical Education for Exceptional Students.** New York: Harper and Row, Publishers, 1965.

Demos, G. D., and Grant, B. **Vocational Guidance Readings.** Springfield, Illinois: Charles C. Thomas Publisher, 1965.

Golburgh, S. J., **The Experience of Adolescence.** Massachusetts: Schenkman Publishing Company, Inc., 1965.

Gowan, J. C., and Demos, G. D. **The Guidance of Exceptional Children.** New York: David McKay Company, Inc., 1965.

Grant, B., Demos, G. D., and Edwards, W. **Guidance for Youth.** Springfield, Illinois: Charles C. Thomas Publisher, 1965.

Hill, P. L. **Solving Behavior Problems.** Dansville, New York: F. A. Owen Publishing Company, 1965.

Hutt, M. L. and Gibby, R. G. **The Mentally Retarded Child:** Development, **Education and Treatment.** Boston: Allyn and Bacon, Inc., 1965.

Kolstoe, O. P., and Frey, R. M. **A High School Work-Study Program for Mentally Subnormal Students.** Carbondale, Illinois: Southern Illinois University Press, 1965.

Osler, S. F., and Cooke, R. E. **The Biosocial Basis of Mental Retardation.** Baltimore: The Johns Hopkins Press, 1965.

Shaw, B. **Foundations of Citizenship.** Phoenix, New York: Frank E. Richards, 1965.

Slaughter, S. S. **The Educable Mentally Retarded Child and His Teacher.** Philadelphia, Pennsylvania: F. A. Davis Company, 1965.

Strang, R. **Understanding and Helping the Retarded Reader.** Tucson, Arizona: The University of Arizona Press, 1965.

Tinker, M. A. **Bases for Effective Reading.** Minneapolis, Minnesota: University of Minnesota Press, 1965.

Willey, R. D., and Waite, K. B. **THE MENTALLY RETARDED CHILD: Identification, Acceptance, and Curriculum.** Springfield, Illinois: Charles C. Thomas Publisher, 1964.

Wood, M. H. **Communication Skills for the Mentally Retarded.** Cedar Falls, Iowa: State College of Iowa, Extension Service, 1965.

FREE AND INEXPENSIVE MATERIALS

The organizations listed below will send free educational materials and/or price lists for inexpensive educational materials upon request.

Allied Trades of the Baking Industry, 625 Madison Avenue, N.Y., 22, N.Y.
American Bankers Association, 12 East 36th St., New York 16, N. Y.
American Bar Association, 1155 E. 60th Street, Chicago 37, Illinois
American Dental Association, 222 E. Superior Street, Chicago II, Illinois
American Foundation for the Blind, New York II, New York
American Home Economics Assoc., 1600 Twentieth St., N.W., Wash., D.C.
American Library Association, 50 E. Huron St., Chicago II, Illinois.
American Management Assoc., 1515 Bdwy., Times Square, N.Y., N.Y.
American Medical Association, 535 N. Dearborn St., Chicago 10, Illinois.
American Occupational Therapy Association, 250 W. 57., New York 19, N.Y.
American Petroleum Institute, 1271 Avenue of Americas, N.Y. 17, N.Y.
American Psychological Assoc., 1200 Seventeenth St., N. W., Wash., D.C.
American Red Cross, Washington, D.C.
American Society of Agronomy, 2702 Monroe St., Madison 5, Wis.
American Telephone and Telegraph Co., 195 Broadway, New York 7, N. Y.
American Trucking Assocation, Inc., 1424 16th St., N.W., Washington, D.C.
Associated Master Barbers and Beauticians of America, National Education Council, 537 S. Dearborn St., Chicago 5, Ill.
Automobile Manufacturing Assoc., 320 New Center Bldg., Detroit 2, Mich.
Bureau of Apprenticeship and Training, Washington 25, D.C.
Culinary Institute of America, 309 Prospect St., New Haven, Conn.
Department of Labor, U.S. Employment Service, 1724 F. St., Wash., D.C.
Mathematical Association of America, Univ. of Buffalo, Buffalo 14, N.Y.
Methods and Material Press, 6 South Darby Road, Springfield, N. J.
National Art Education Association, Washington, D.C.
National Bureau of Standards, Washington, D.C.
National Institute of Cleaning and Dyeing, Silver Spring, Maryland
National Consumer Finance Association, 100 16 St., N. W., Wash 6, D.C.
National Educational Association, 1201 Sixteenth St., N.W., Wash., D.C.
National Funeral Directors Association, 136 W. Wells St., Milwaukee 3, Wis.
National Health Council, 1790 Broadway, New York 19, N.Y
National Association of Housing Officials, 1313 E. 60th St., Chicago 37, Ill.
National Association of Insurance Agents, 96 Fulton St., New York 21, N.Y.
National Association of Music Therapy, P.O. Box 4, Lawrence, Kansas
National Recreation Association, 8 West 8th St., New York 11, N.Y.
National Urban League, 14 E. 48th St., New York 17, N.Y.
New York Stock Exchange, 11 Wall St., New York 5, N.Y.
New York Life Insurance Company, 51 Madison Avenue, New York 10, N.Y.
Peace Corps, Washington, D.C.
Public Affairs Institute, 312 Pennsylvania Ave., S. E., Washington, D.C.
Society of Fire Protection Engineers, 60 Batterymarch St., Boston, Mass.
The Carrie Chapman Catt Memorial Fund, 461 4th Ave., N.Y. 16, N.Y.
U.S. Department of Agriculture, Washington 25, D.C.
U.S. Department of Labor, Bureau of Labor Statistics, Washington 25, D.C.
U.S. Public Health Services, Department of H.E.W., Wash. 25, D.C.
U.S Department of Interior, Washington 25, D.C.
Vocational Guidance Manuals, Universal Publishing and Distributing Corporation, 800 Second Avenue, New York, N.Y.
YMCA, 291 Broadway, New York 7, N.Y.